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INSTITUTO DE POSTGRADO

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION ENSEÑANZA DE INGLÉS**

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**“VISUAL AIDS AS DIDACT TEACHING STRATEGY TO IMPROVE THE READING
PROCESS FOR ESL EARLY READERS”.**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER EN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION
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2022**

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En mi calidad de Tutor de la **Monografía**, “**Visual aids as didact teaching strategy to improve the reading process for ESL early readers**”, elaborado por el maestranda, Lic. María Alejandra Toscano Collantes, egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena, previo a la obtención del Título de Magíster **EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN ENSEÑANZA**, me permito declarar que luego de haber orientado, dirigido científica y técnicamente su desarrollo y estructura final del trabajo, cumple y se ajusta a los estándares académicos y científicos, razón por la cual lo apruebo en todas sus partes.

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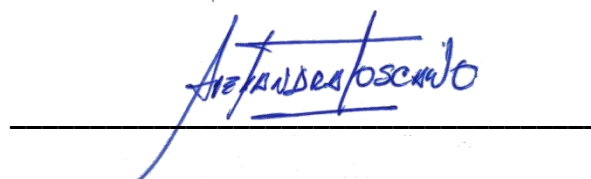
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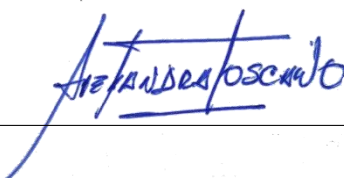


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Dedicatoria

I dedicate this work to my mother who is still present in every moment of my life. Also to my family for her support during this period of my life and her unconditional love.

Alejandra.

Acknowledgment

I would like to thank my little students with whom I have learned a lot both professionally and humanly, they are the ones who inspire and motivate me in my work as a teacher.

To my colleagues in the master's program who demonstrated their professionalism, generosity and accompaniment.

Alejandra.

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Glossary

Class: focuses on individual learning process according to students' likes and needs.

Didactic Project: investigates the natural and socio cultural environment.

Didactic unit: provides the student with the operative modalities to acquire the cognitive morphology of each discipline.

Disciplinary: refers to the assimilation of each subject. Interdisciplinary; works with the transversal topics studied in all subjects.

Drill: A drill is a classroom technique to aid memorisation by way of spaced repetition. Drills promote the acquisition of knowledge or skills through repetitive practice. Drill exercises can give the teacher immediate feedback about learners' understanding at each phase of lesson.

Emergent literacy; the skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

ESL: is the common acronym for English as a Second Language, an educational approach in which English language learners are instructed in the use of the English language.

Flashcards: a card bearing words, numbers, or pictures that is briefly displayed (as by a teacher to a class) usually as a learning aid.

Individualization: centers on the cognitive style of each student, the individual learning process.

Interclass: refers to students' participation in extra class settings: labs, workshops, plays, and so on.

Planning: determines the objectives the students are going to achieved.

VL: visual literacy.



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS**

Tema: “Ayudas Visuales como Estrategia Didáctica de Enseñanza para Mejorar el Proceso de para ESL Lectores Tempranos”

AUTOR:

Lic. Ma. Alejandra Toscano Collantes

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Resumen

El presente trabajo de investigación es una compilación de información relevante en referencia a los diferentes temas que forman parte importante sobre el uso de las ayudas visuales como estrategia para mejorar la lectura de lectores tempranos que recién comienzan su vida estudiantil y que al mismo tiempo inician aprendizaje del idioma inglés como lengua extranjera. A lo largo de la revisión de la literatura, se puede evidenciar que diversos estudios realizados han obtenido resultados altamente favorables, que invitan al lector a profundizar sobre el tema y sobre la utilización de las ayudas visuales en la iniciación a la lectura y al entrenamiento de la alfabetización visual con lectores tempranos.

Palabras clave: ayudas visuales, lectura, lectores tempranos, estrategias didácticas.



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN ENSEÑANZA DE INGLÉS**

THEME:

Visual Aids As Didact Teaching Strategy To Improve The Reading Process For
ESL Early Readers.

AUTHOR:

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Abstract

The present research work is a compilation of relevant information about the different topics that are an important part of the use of visual aids as a strategy to improve the reading of early readers who are just beginning their student life and who at the same time start learning of the English language as a foreign language. Throughout the literature review, it can be seen that various studies have obtained highly favorable results, which invite the reader to delve into the subject and the use of visual aids in the initiation to reading and the training of visual literacy with early readers.

Keywords: visual aids, reading, early readers, didactic strategies.

INTRODUCTION

Learning to read requires the development of various skills and sub-skills that are acquired throughout childhood either at home or at school, where the use of didactic strategies is needed, which promote the approach to reading, within appropriate learning environments.

This monographic work is organized into three chapters that are detailed as follows:

Chapter 1: the purpose of chapter one is to show the introduction to the topic to be discussed, the general and specific objectives that motivated this research, and the description of the content with the structure of this document.

Chapter 2: in this chapter is the theoretical component, where there are subtitles with information related to the subject, basic terms, theoretical contributions compiled from documentary sources.

Chapter 3: is made up of the conclusions and recommendations that are reflections concerning what has been investigated on the subject, focuses on the main points, and highlights the importance of the subject under investigation.

Chapter I

Title:

Visual aids as didactic teaching strategy to improve the reading process for ESL early readers.

Childhood is a period in which children explore their entire environment and learn various skills that they will use throughout their lives. This period includes from birth to the beginning of adolescence, that is, from 0 to 12 years. During this time the motor, cognitive, socio-emotional, and language areas are developed. There are sub-divisions of childhood that could be summarized in 3 specific moments, early childhood (0 to 5 years), middle childhood (6-9 years), and late childhood (9 to 12 years).

During these periods of childhood, children learn many things at home, in kindergarten, or in preschool that is called non-formal education, which means that it is not compulsory. In Ecuador, formal education begins in the stage of Middle childhood, however, the educational system has Initial Education (preschool), which is optional for children from 3 to 5 years old, during this period the children develop previous skills and one of the aspects that involved are pre-reading skills, known as emergent literacy, which will contribute to their later development of literacy skills (Ministerio de Educación, 2013).

Formal education takes place in the middle childhood stage, which is the period when schooling begins and children learn to develop socio-emotional and cognitive skills through significant experiences that will collaborate in the construction of their learning. It is at this time that students begin one of the most complicated teaching and learning processes because they

must learn to read and write in their mother tongue and, in general, it is the beginning of learning English as a foreign language approach.

In most cases, this is the starting point at which the learning of English as a foreign language begins, and students are exposed according to their age to hearing sounds in another language, which implies the introduction of vocabulary, written words, stories, and using material visual and to use your material which is usually a book and student's workbook.

It is the crucial moment where students face the challenges of learning a new language and require didactic teaching strategies according to their age, learning style, and executive functions, which focus on developing receptive skills that allow them to approach the English language and form the basis for then productive skills are developed.

Objectives:

- Analyze the use of Visual Aids as didact teaching strategy to improve the reading process for ESL early readers.
- Establish the benefits to use Visual Aids during initial reading process

Justification

The following research work focuses on the use of visual aids as a didactic teaching strategy in early readers, because currently in the Ecuadorian educational system the teaching of the English language is offered from the age of six where education begins formally.

Reading is not an activity that people learn naturally as the oral or visual part that constitutes our environment since we are born, it is a complex process both for students who are starting in student life and for educators who need to know and use appropriate teaching strategies for learning the English language to young children who have not yet learned or are in the process of learning to read and write in their mother tongue.

For this reason, it is very important to motivate the development of skills integrally, that is, in several aspects of the students' lives, and when talking about the use of visual aids in education, it is a strategy that has had a strong impact on effective.

Methodology

For the development of this work, the Documentary Research technique was used, which allowed a previous collection of information related to the subject, then a selection of the relevant information was made to then make its respective analysis and interpretation.

The main characteristic of documentary research is the use of different printed sources that can be found in libraries, such as books, scientific journals, case studies, theses, among other documents. Currently, with the help of the Internet, these documents can be accessed

electronically, available online, this is added audiovisual material that includes illustrations, tables, videos, or photographs.

This methodology contributes with reliable, updated, and relevant data on the subject to be investigated. The researchers have documented material where they can support their presentation and at the same time, they can include their conclusions, inquiries, experiences, contributing and incorporating other elements (Maradianga, 2015).

Content

The next chapter contains the theoretical component where information has been compiled about the topic and relevance that contributes to a better understanding of the topic.

Chapter II

Literature review

Throughout the ages, research has been carried out on various methods, strategies, and techniques for the development of students' reading skills. One of these proposals is related to the use of visual aids in the process of teaching and learning reading with ESL. Some studies affirm its effectiveness since they consider that the use of visual aids demands attention, concentration, observation, and listening, where the student requires their full participation and attention.

As the visual arts and technology have been developing, we have had an approach and exposure to audiovisual material that invades our environment and offers countless stimuli to our senses, especially what corresponds to sight and hearing. Additionally, the world has experienced the restrictions of the Covid-19 pandemic, which forced people to stay at home and in the case of students to stop attending their schools in person to go to virtual education.

This event accelerated the use of multimedia devices connected by the internet to access virtual classes and teachers saw the need to use audiovisual material as a resource that would allow them to display information and develop classes.

Constructivism

There are several theories of learning, such as Behaviorism, cognitivism, humanism, constructivism. On this occasion, the theory of constructivism has been chosen, which focuses on the cognitive development of children. The constructivist theory is mainly represented by

Piaget, Vygotsky, Ausubel, among others. Piaget's theory is also known as an evolutionary theory since it emphasizes maturation processes, where the stages of cognitive evolution by age are taken into account to develop learning processes appropriate to these stages, contributing to assimilation, adaptation and accommodation.

These processes help to understand how learning works and according to these stages, assimilation allows the individual to observe and recognize its environment, and integrate it into the brain. Once this is done, adaptation intervenes, helping the individual to adapt and accept the new needs and demands of the environment. Finally, accommodation intervenes and that is when the individual makes the knowledge his own, modifying it and incorporating it into his scheme. When the integration process has already been achieved, balance arrives and there is an adjustment between that imbalance that occurs in the previous processes that complement each other but also oppose each other precisely so that the individual creates and builds their learning (Ortiz, 2015).

Psycholinguistic Perspective

Learning has several areas that work together for the proper development of the teaching-learning process. There are some aspects to be taken into account and one of them is the psycholinguistic aspects for the acquisition of reading and that is also related to cognitive theory and constructivism since it consists of stages of development, which will contribute so that the English language learner gradually acquire the skill of reading and be able to identify words and relate them to their meaning and then try to combine more words that show an idea

and finally longer texts are understood. The psycholinguistic aspect has a close relationship with learning to read in children who start to learn English as a foreign language.

Within the evolutionary models for learning to read, the one that is most related to visual aids is the one proposed by Frits, where he divides the process of acquiring reading into three stages. The first corresponds to the logographic or pictorial stage, which focuses on the areas of the brain that respond to visual stimuli designed to recognize objects, faces, details such as colors, shapes, sizes of things found in their environment, in the case of words, these are perceived as forms or images. The second stage is the Phonological that allows the child to focus on the shapes of the letters and takes into account the words associating them with the sounds, at this moment an awareness begins and reflections are made regarding the learning in their mother tongue that will be the support to get closer to phonemic awareness and makes about the relationship between letters, words and speech sounds. Finally, there is the Orthographic stage, it is a stage where you have acquired more fluency and the previous knowledge allows you to recognize words almost automatically, which gives you access to more extensive information (Linyang, 2021)

Visual Aids in education

Visual aids are a strategy used in all fields, this is because the brain captures visual stimuli faster and more naturally through the sense of sight. Additionally, the retention percentage is very high, as well as the ability to process and understand new information. When visual aids are combined with text, audio, color, it benefits to complete and strengthen the experience in a significant way, keeping the information in memory.

At present, the new generations have increased their preference and access to information through the visualization of content through the different virtual communication channels, such as the use of social networks, text messages, multimedia devices, applications in where the visual element prevails many invade. This has drastically changed the way of teaching because students need to see eye-catching presentations, with images, colors, movement, that attract their attention and invite them to participate actively(Patesan Marioara, 2018)

Visual Literacy

Visual Literacy was defined by John Debes in 1969, as a group of different abilities that people acquire to be able to interpret and differentiate images, symbols, objects and that are integrated with sensory experiences to generate communication. Currently, with the advancement of technology, the use and access to visual material have increased and children already have certain knowledge about it.

As part of visual literacy, there is the body language that refers to movements produced with the body to communicate something, there is also the object language that uses objects to transmit an idea or information, on the other hand, there are the symbols and signs, which are photographic representations or illustrations that represent messages, and finally, there is the abstract language where graphics, icons, logos that represent an idea or concept are found (Suryanto, 2014).

According to the study carried out by Mathew & Alidmat (2013), visual aids are practical and useful not only for students but also for teachers because they manage to make the class more active and enjoyable. Visual aids facilitate the associations that the brain makes when it

manages to unite the images, with the story, the text creating a concept, idea, or meaning.

Colorful images are preferred by learners, videos, slides, video clips, or movies, that is, moving images provide expressions, phrases that can be shown continuously to stick in the memory.

Types of visual aids

Students start their formal education and among the materials they receive are books and workbooks. This type of material can be uninteresting, full of incomprehensible text at an early age, so it is necessary to complement the material, implementing the use of visual aids that serve as support material for both teachers and students.

Flashcards, for example, contain images, symbols, which help children to train the association of the image with the meaning. On the other hand, there are the Word cards that contain the word or text that the child will relate to the image and its meaning. It must be taken into account that the material must be of a good size, easy to visualize, colorful which attracts attention. The early learner perceives the word cards as an image or shape, but as their knowledge of the mother tongue progresses, they will associate certain sounds, meanwhile, the foreign language teacher will use this resource to introduce the vocabulary that will later be associated with letter sounds and spelling. All visual aids are used to develop activities that involve memory, identification, TFR (Total Physical Response), and drills (Hatiningsih Nuligar, 2018).

There is very little research regarding the use of charts, maps, and diagrams although children receive a great deal of exposure to this material. However, the development of visual literacy is advancing rapidly and we have diagrams with illustrations with individual parts that

are labeled, maps to represent specific areas, tables with columns and rows that classify information, timelines with specific and chronological events, dates, or times (Roberts Kathryn, 2022).

Another type of visual aid is video, where there were also short films, video clips, animations that have movement, accompanied by sound, with text that will start from words and then increase until reaching the phrases that accompany the visual material. This type of visual aid is used by the teacher to show a specific topic but also the students will be able to capture more details and concepts involved in the projection.

With virtual education, PowerPoint presentations are a very versatile option for the teacher since they can design their content with specific information that is attractive to the student since these presentations can include videos, animations, pictures, diagrams, tables, text, and audio (Macwan, 2015).

What is reading?

There are many opinions regarding what reading is, everyone agrees that reading is a complex skill since it requires other elements where the brain coordinates prior knowledge, which is connected with sounds, words, images where It builds an idea, to understand what it is about what you are reading.

As Holmes mentions in his book, reading has 3 components: visual, auditory, and verbal that are part of a mental process that develops symbolic reasoning skills, where the child begins to structure mental images and the meaning of objects and the relationships that exist between them, all of this intertwined with sub-skills (Frankel Katherine, 2016).

Didactic Strategies

The word didactic comes from the Greek *didaktikós*, it can act as an adjective and indicates a characteristic or quality related to knowing how to teach, but it can also act as a participle verb -has taught-. When talking about didactics, it has a connotation that represents an ability or ability to communicate or transmit learning (Benjamin, 2020).

Didactics is considered as a discipline that investigates different forms of teaching, in the case of learning English as a foreign language, it is sought through didactics to improve strategies, techniques, and procedures that improve learning processes in a significant way. Through didactics, interactive activities are proposed where students can apply for collaborative work and contribute to the construction of learning, allowing them to achieve the stated objectives (Navarro Dunia, 2012)

The word strategy has a Greek origin, "strategos", the word strategy has a modern equivalent that refers to general knowledge or wisdom, linked to the military field and war strategies. When talking about strategies in education, reference is made to the objectives set to carry out a planned task, seeking to optimize resources according to the environment and reality of the student. Reading is complex learning that requires certain didactic strategies that contribute positively by creating a pleasant work environment.

Doman Method

The Doman Method was created as part of the treatment for patients who had suffered cerebrovascular accidents, then extended its work to help children with special needs,

achieving positive results where it included family members so that they reinforce the treatment from home. . This decision took a turn that led to the incorporation of new sensory and cognitive elements that are transformed into a learning method. This method was later also modified to work with young children without special needs but who want or need to improve or enhance their learning.

This is how the Doman Method is an alternative for the early stimulation of reading and also as an alternative to teaching differently from the syllabic method. Young children can identify words by their shape as they capture them as an image, through play. Once children begin to speak, they continue to make connections and associate words with sounds and meaning, and this process will continue well into their school years.

Glenn Doman explains that the Doman Method is an integral method where the two hemispheres of the brain receive the information, store it and then associate it as other learning and rules of spoken and written language is presented, the child will make the combinations of information necessary to build his learning to read and write(Candra, 2017)

Chapter III

Conclusiones

- According to the research, it is concluded that visual aids contribute positively as an adequate didactic strategy with the child's stage of development both at a cognitive, psychological and social level. In addition, they motivate the executive functions of the brain that collaborate with the acquisition of reading and that include the development of pre-reading skills, they offer the opportunity to experiment with objects, things, sounds and specific meanings and their environment, in a global, direct and progressive way.
- As has been seen, visual aids are a strategy that benefit learning since they have playful, motivational, useful and significant components according to the abilities, characteristics and age of the children, in addition to creating bonds of trust and pleasant learning environments.

Recomendaciones

- It is suggested to apply visual aids as a didactic strategy in the teaching of reading English as a foreign language to achieve a reading initiation according to the principles of assimilation and adaptability, in a healthy learning environment that promotes the development of children.
- Promote the use of visual aids for the development of reading, taking advantage of this didactic strategy that involves the use of other skills and sub-skills necessary for successful learning.

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APPENDIX

CERTIFICADO ANTIPLAGIO

En mi calidad de Tutor de la monografía **“VISUAL AIDS AS DIDACT TEACHING STRATEGY TO IMPROVE THE READING PROCESS FOR ESL EARLY READERS”** elaborado por MARIA ALEJANDRA TOSCANO COLLANTES egresada de la **MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ENSEÑANZA DE INGLÉS PRIMERA COHORTE**, de la Universidad Estatal Península de Santa Elena previo a la obtención del Título de Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Enseñanza de Inglés, me permito declarar que una vez analizado anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecrto ejecutado, se encuentra con el **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe. Adjunto reporte de similitud.



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